**K-5 ELA Lesson Plan**

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| **Teacher:**  **Tasha & Fonda** | | **Grade:**  **4** | | | **Date(s)**:  Day 3-5 |
| **Unit Title:**  **Establishing a Community of Good Readers and Writers** | | | **Corresponding Unit Task: 1** | | |
| **Essential Question(s): How does literature help readers make sense of their own lives? How do readers infer character traits based on their thoughts, actions, and dialogue? Why do authors use descriptive language to develop a character? How do we engage in collaborative discussion?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Elements of Fiction Chart** * **YouTube *Smart* Video by Shel Silverstein** * **Post-It Note Strips** * **Reading Street story, *The Stranger by* Chris Van Allsburg** * **4th Grade text exemplar “*Down the Rabbit Hole”*** * **Character Consideration Chart (C.001.SS2)** | | | | * **character traits** * **character** * **audience** * **collaborative discussion** * **poetry** * **setting** * **text evidence** * **theme** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RL. 4.10, RL. 4.3**  **I Can Statement(s):**   * **I can identify the main character and his or her traits based on details in the story.**   **Instructional Plan:**  **Day 3**   * **The teacher will play the YouTube video of *Smart* by Shel Silverstein and model finding the main character and character traits using the details in the poem stated and inferred.** * **The teacher will distribute the poem to the students and they will annotate the text using post it note strips.** * **The students listen to the audio version of *The Stranger* by Chris Van Allsburg and journal their initial response to the story in their reading journal including comments and questions about the text.**   **Day 4**   * **The students will work with a partner to read and annotate “*Down the Rabbit Hole*” identifying the main character and character traits using the details in the story stated and inferred.** * **The students will complete a Character Consideration chart (C.001.SS2)** * **The students will share in small groups and as a whole group their findings and support for their findings.** * **The students will also partner read *The Stranger* revisiting their journal comments and questions with their partner then completing a second entry.**   **Day 5**   * **The students will listen to the audio of the *The Stranger* before completing their task 1 character web.** * **The students will independently complete the character web for *The Stranger* requiring them to distinguish the actual character traits presented in the text and the character traits inferred from the story based on thoughts, words, and actions.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.4.4** - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.  **I Can Statement(s):**   * **I can annotate text** * **I can respond to text** * **I can write character traits based on their thoughts, actions, and dialogue**   **Instructional Plan:**  **Day 3**   * **The students will annotate the text, *Smart*, using Post-It note strips after listening and reading the poem.** * **The students will complete a journal entry on their initial response to the reading of the story, *Smart*, including their comments and/or questions.**   **Day 4**   * **The students will annotate the text, *Down the Rabbit Hole*, completing a Character Consideration Chart.** * **The students will complete a journal entry on the response after the second reading of *Down the Rabbit Hole* with the partner.**   **Day 5**   * **The students will complete the character web on *The Stranger*.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: L.4.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.   Consult reference materials (*e.g., dictionaries, glossaries, thesauruses*), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases  **I Can Statement(s):**   * **I can analyze content specific vocabulary.**   **Instructional Plan:**   * **The students will continue to add Tier III vocabulary words to their vocabulary journals and define them after completing the required reading.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.4.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.   1. Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   **I Can Statement(s):**   * **I can engage in a collaborative discussion** * **I can take turns speaking and listening**   **Instructional Plan:**   * **The students will be listening to stories on audio and watching YouTube video.** * **The students will discuss with a partner, small group, and whole group.** | | | | |
| **Closing/Summarizing Strategy** | **The students will participate in a whole group discussion of their small group discussions and reflections of the poems and stories.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **The students will create an autobiographical profile based on their personal characteristics.** | | **The students will use character trait cards to classify positive/negative attributes of a person.** | | | **The students will review the words from the previous lesson and review the stories covered this week aligning the character traits with the characters.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**   * Informal Observation * Annotated Poems * Character Consideration Chart * Task 1 Rubric Results | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*